HUSV 316 Strategies for Effective Families IDEAL PROGRAM COURSE SYLLABUS

Dear Student,

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of fifteen hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

- 1. Attend every class session. Be on time.
- 2. Obtain the required course materials prior to the first class session.
- 3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
- 4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the class. If you cannot perform these expectations and want to continue in the class, you will need the instructor's authorization. Only by communicating with the course instructor and obtaining permission will you be allowed to continue in the class.

If you do not attend the first class session, then you will be dropped from the course, incur a tuition charge of 25% of the course tuition, and incur the \$20 drop fee.

ETHICS STATEMENT OF CONFIDENTIALITY

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

COURSE OBJECTIVES

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

HUSV 316 STRATEGIES FOR EFFECTIVE FAMILIES

Instructor: Colleen Kelly Mabasa e-mail: ckelly@bridgeport.edu Location: Bridgeport Campus Thursdays: 11/7/13 – 12/12/13

6:00 - 10:00pm

Required Text:

Anderson, S. & Sabatelli, R. (2003). <u>Family Interaction: A Multigenerational Developmental</u> Perspective, 5th Edition, Allyn & Bacon, 2007.

ISBN: 9780205710836

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Course Description:

The structure and strategies of the family support the physical, social, emotional, and psychological well-being of family members. This course will define the characteristics of family functioning, the role of the family and explore strategies for effectively managing the tasks of the family (i.e. managing the emotional climate, establishing boundaries, and managing stress, etc.). Family dynamics will be explored through the family life cycle and developmental stages. Family patterns will be discussed and analyzed to understand how they lead to different kinds of individual, marital, and family disorders. The course will be taught from a family systems perspective integrating the student's personal experience to build understanding of their clients' experiences. A combination of lectures, peer discussion and group interactive activities will enrich students' learning.

Recommended Websites:

As part of the assignments each student will need to demonstrate the ability to access information from the Internet via websites related to discussion topics and issues related to human services.

www.aamft.org American Association for Marriage and Family Therapy

www.apa.org American Psychological Association

www.os.dhhs.gov U.S. Department of Health & Human Services

http://www.samhsa.gov/ Substance Abuse & Mental Health Services Administration

www.mentalhealth.comInternet Mental Healthwww.psychology.orgEncyclopedia of Psychology

Learning Outcomes:

- 1. Understand family functioning from a family-systems and multigenerational, developmental framework.
- 2. Learn the dimensions of family structure and strategies.
- 3. Understand the factors that influence relationships (i.e. communication, conflict resolution, and intimacy).
- 4. Learn what protective factors contribute to effective family functioning.
- 5. Understand how family interactions can lead to pathology.
- 6. Demonstrate awareness and appreciation of cultural and human diversity in family systems.

Course Evaluation Criteria:

10% Regular attendance and active participation in class discussions and group processes

30% Reflection papers

30% Reaction Paper – Book from selected reading list

30% Personal Family Assessment

Letter Grading Scale:

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% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	В
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	С
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

Class Requirements

- 1. Attendance, reading required text and coming to class prepared to discuss material and active, informed class participation in group discussions and activities.
- 2. Reflection Paper (due first class): Write a 4-page reflection paper on one of the first two chapters of the text. Identify your insights, realizations, or reactions to the concepts discussed in the chapter. You may include any other reading materials from current events, sociological studies, and research journals in your paper that are relevant to the chapter's content. Apply critical thinking skills in your reflections and be aware of your biases or gaps in learning on the topics addressed in the text.
- 3. Reflection Paper (due second class): Write a 4-page reflection paper on either chapter 3 or 4 of the text. Identify your insights, realizations, or reactions to the concepts discussed in the chapter. You may include any other reading materials from current events, sociological studies, and research journals in your paper that are relevant to the chapter's content. Apply critical thinking skills in your reflections and be aware of your biases or gaps in learning on the topics addressed in the text.
- 4. Reaction Paper: Select one of the following books and write a 6-page reaction paper. In the paper, summarize the key points of the book. Discuss how concepts presented in the book can be used to help dysfunctional families. Integrate insights you gained from the book with classroom lecture/discussions and commentary in the course textbook. Describe how you can apply these insights in your work as a human services professional and/or personal life if you are not going into a profession in the human services field.

Suggested Readings for the Reaction Paper

Gottman, John (1997). **Raising an Emotionally Intelligent Child.** New York, NY: Simon and Schuster Paperbacks.

Ahrons, Constance (1995). **The Good Divorce**. New York, NY: HarperCollins Publishers.

Bray, Dr. James H. and Kelly, John (1998). **Step Families.- Love, Marriage, and Parenting in the First Decade.** New York, NY: Broadway Books. ISBN: 0-7679-0103-7

Colapinto, Jorge, Minuchin, Patricia, Minuchin, Salvador (1998). **Working with Families of the Poor.** New York, NY: The Guilford Press.

Christensen, Andrew and Jacobson, Neil S., (2000). **Reconcilable Differences**. New York, NY: Guilford Press. ISBN: 1-57230-261-5

Diamond, Michael (2007). **My Father Before Me – How Fathers and Sons Influence Each Other Throughout Their Lives**. New York, NY: W.W. Norton & Company, Inc. ISBN: 0-393-06060-8.

Gottman, John (1994). **Why Marriages Succeed or Fail**. New York, NY: Fireside. ISBN: 0-671-86748-2.

Haley, Jay, (1997). **Leaving Home: The Therapy of Disturbed Young People**. Levittown, PA: Brunner/Mazel, Inc. ISBN: 0-87630-845-0

Hendrix, Harville (1990). **Getting the Love You Want – A Guide for Couples**. New York, NY: Harper & Row. ISBN: 0-06-097292-0

Hendrix, Harville (2004). Receiving Love – Transform Your Relationship by Letting Yourself be Loved. New York, NY: Atria Books. ISBN: 0-7434-8369-3.

Leslie, Katharine (2002). When a Stranger Calls You Mom – A Child Development and Relationship Perspective on Why Traumatized Children Think, Feel, and Act the Way They Do. Pittsboro, NC: Brand New Day Publishing. Available through author's website: www.brandnewdayconsulting.com

O'Hanlon, Bill and Hudson, Pat (1995) **Stop Blaming; Start Loving – A Solution-Oriented Approach to Improving Your Relationship**. New York, NY: W.W. Norton & Company, Inc. ISBN 0-393-31461-8

Schnarch, David, Ph.D., (1997). **Passionate Marriage**. New York, NY: W. W. Norton & Co. ISBN: 0-393-04021-6

Spring, Janis Abrahms, PhD., (2006). **After the Affair**. ISBN: 0-06-017236-3.

Trafford, Abigail, (1992). **Crazy Time: Surviving Divorce and Building a New Life**. ISBN: 0-06-092309-1

Treadway, David C. (1989). **Before It's Too Late – Working with Substance Abuse in the Family.** New York, NY: W. W. Norton & Co., Inc. ISBN: 0-393-70068-2.

- 5. **Personal Family Assessment**: The assessment will be of the student's own family of origin. Include in the family assessment the following:
 - a) Complete a Genogram of your family for three generations (you, your parents and grandparents). Include the following in your genogram:

 Names of family members, ages (if deceased, the age they were at the time of their death), ethnicity, religion, patterns of closeness, distance, and conflict, and any additional characteristics or demographics that you think are relevant to understand the context and configuration of your family.
 - b) Select a family development life stage, either present or past, and describe the normative and non-normative events that occurred during that life stage in your family. What was the impact of these events on your family's functioning?
 - c) Describe your family's functioning as it relates to boundaries, rules, communication style, methods of handling conflict and emotional closeness.
 - d) Discuss the strengths and values of your family and how those have shaped your family through the generations.

COURSE SCHEDULE

SESSION 1 –November 7, 2013 - The Family System

Text Readings

Chapter I – The Family as a System Chapter II – Family Strategies

Assignment Due: Reflection paper on one of the first two chapters.

SESSION 2 – November 14, 2013 - Models of Family Functioning and Intergenerational Models

Text Readings

Chapter III – Models of Family Functioning

Chapter IV – Intergenerational Models

Assignment Due: Reflection paper on either chapter 3 or 4 of the text.

SESSION 3 – November 21, 2013 – Contextual Models and Transition from Adolescence to Adulthood

Text Readings

Chapter V – Contextual Models

Chapter VII - Transition from Adolescence to Adulthood

SESSION 4 – December 5, 2013 - Mate Selection and Family Development, Transition to Marriage and Communication and Intimacy

Text Readings

Chapter VI – Mate Selection and Family Development

Chapter VIII – Transition to Marriage

Chapter IX – Communication and Intimacy

Assignment Due: Personal Family Assessment

In-class discussion of student insights from their Personal

Family Assessment

SESSION 5 – December 12, 2013– Conflict in Marriage, Families with Young Children and The Parent-Child Relationship System.

Text Readings

Chapter X – Conflict in Marriage

Chapter XI – Families with Young Children

Chapter XII – The Parent-Child Relationship System

Assignment Due: Reaction Papers Due

In-class presentation of reaction paper

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the

class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C").
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15 week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Incomplete grade

An incomplete <u>may be</u> given, at the discretion of the instructor, to those students who fail to complete assignments due the <u>last day</u> of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes <u>will not</u> be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/pages/2595.asp

Starting Fall 2012

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes......100% Tuition Refund
- Drop prior to the third class session......50% Tuition Refund
- Drop after the third class session.........................0% Tuition Refund

**Please note students <u>will not be</u> automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx The Center is

located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

- 1. Login in with your UBNet username and password.
- 2. Click on "Student Menu."
- 3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library's website: http://www.bridgeport.edu/library. Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers

Open access computer labs are available at three campuses:

- Bridgeport 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford Room D; Check open hours at: http://www.bridgeport.edu/stamford

 Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford - 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.

Course Performance and Grading Criteria
In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

Grade	Requirements & Performance Criteria				
A	Students achieving this level will have demonstrated the following:				
	Accurate and sophisticated understanding of readings and issues with				
	ability to do more than repeat what the text says or what was said in class,				
	such as the ability to infer additional important information from sources.				
	2. Critical stance toward opinions communicated in class or in the readings				
	and the ability to express their own views articulately and defends them well.				
	3. Originality of thought in expressing the critical stance, in drawing out				
	additional implications from the readings and class discussions, and in				
	finding personal meaning in the readings and issues discussed.				
	4. Clear expression of ideas, with papers containing very few grammatical or				
	stylistic weaknesses.				
	5. All assignments completed and submitted within the time allowed.				
В	Students achieving this level will have demonstrated the following:				
	1. All of the "A" work, but with less accomplishment.				
	2. Accurate understanding of readings and issues, with the ability to do more				
	than repeat the text.				
	3. A critical stance, with some effort, not always successful, to defend that				
	stance.				
	4. Some attempt to find personal meaning, with at least hints of originality				
	and creativity of thought.				
	5. Very clear expression of thoughts and ideas.				
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C	Students achieving this level will have demonstrated the following:				
	1. A generally accurate grasp of the readings and issues, but with some				
	inaccuracy; lack of sophistication understanding, such as the ability to infer				
	from sources.				
	2. Some attempt to take a critical stance, but with little effort or success in				
	defending that stance. 3. Some attempt to find personal meaning.				
	3. Some attempt to find personal meaning.4. Sufficient clarity of expression to communicate ideas, but with stylistic or				
	grammatical weaknesses, which create difficulties.				
D	Students achieving this level will have demonstrated the following:				
	Genuine efforts to understand, with some demonstrated understanding of				
	readings and issues, but with serious deficiencies.				
	2. Generally lacking in critical stance or in a defense of that stance.				
	3. Lack of understanding or an attempt to find personal meaning.				
	2. Zaza or entercomments or an accompt to time personal meaning.				
	Simply an unsatisfactory effort in key respects, especially in understanding or				
${f F}$	clarity of expression.				